



US009240127B2

(12) **United States Patent**
Wong et al.

(10) **Patent No.:** **US 9,240,127 B2**
(45) **Date of Patent:** ***Jan. 19, 2016**

(54) **METHOD AND SYSTEM FOR CLASSROOM ACTIVE LEARNING**

(71) Applicant: **ACTIVE LEARNING SOLUTIONS HOLDINGS LIMITED**, Tortola (VG)

(72) Inventors: **Howard Hing Hoi Wong**, Hong Kong (HK); **Kevin Kam Wo Mak**, Hong Kong (HK)

(73) Assignee: **ACTIVE LEARNING SOLUTIONS HOLDINGS LIMITED**, Tortola (VG)

(*) Notice: Subject to any disclaimer, the term of this patent is extended or adjusted under 35 U.S.C. 154(b) by 11 days.

This patent is subject to a terminal disclaimer.

(21) Appl. No.: **13/969,512**

(22) Filed: **Aug. 17, 2013**

(65) **Prior Publication Data**

US 2014/0051054 A1 Feb. 20, 2014

Related U.S. Application Data

(63) Continuation-in-part of application No. 13/685,720, filed on Dec. 4, 2012.

(60) Provisional application No. 61/684,156, filed on Aug. 17, 2012, provisional application No. 61/811,247, filed on Apr. 12, 2013, provisional application No. 61/811,250, filed on Apr. 12, 2013.

(51) **Int. Cl.**
G09B 5/00 (2006.01)
G09B 5/12 (2006.01)

(Continued)

(52) **U.S. Cl.**
CPC .. **G09B 5/00** (2013.01); **G09B 5/12** (2013.01); **G06F 3/017** (2013.01); **G06F 3/0304** (2013.01); **G06F 3/0325** (2013.01)

(58) **Field of Classification Search**

USPC 434/323, 350
See application file for complete search history.

(56) **References Cited**

U.S. PATENT DOCUMENTS

3,936,109 A * 2/1976 Richardson 312/223.5
5,767,897 A * 6/1998 Howell 348/14.07

(Continued)

FOREIGN PATENT DOCUMENTS

TW 201104645 A1 2/2011
TW 201234324 A1 8/2012

OTHER PUBLICATIONS

Voorsluys et al., Introduction to Cloud Computing, Cloud Computing: Principles and Paradigms, Feb. 2011, pp. 1-44, Wiley Press, New York, U.S.A.

(Continued)

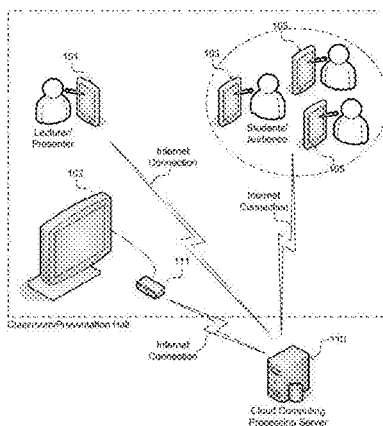
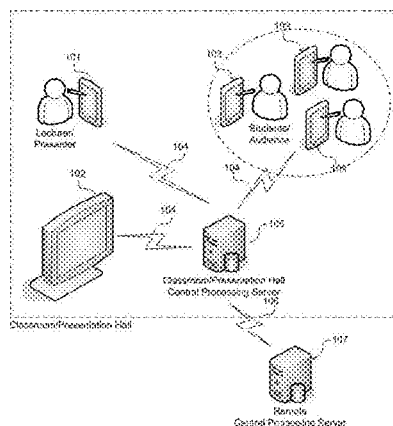
Primary Examiner — Robert J Utama

(74) *Attorney, Agent, or Firm* — Ella Cheong Hong Kong; Sam T. Yip

(57) **ABSTRACT**

A method and system for conducting interactive classroom learning that can utilize a plurality of electronic audio and video equipment, mobile computing devices, and processing servers, interconnected via a first network infrastructure in a classroom or presentation hall to deliver seamlessly interactive multimedia contents to each of one or more participants in classroom or presentation hall; wherein the participants comprises one or more lecturers or presenters, and one or more students or audiences. The method and system allow the control and coordination of the electronic audio and video equipment, mobile computing devices, and the processing servers to deliver the interactive multimedia contents to the participants in the classroom or presentation hall simultaneously and to facilitate the information input-output interactions to and from the participants; wherein the interactive multimedia contents can be divided into multiple parts or streams, and each being personalized for each or each subset of the participants.

16 Claims, 15 Drawing Sheets



(51) **Int. Cl.***G06F 3/01* (2006.01)*G06F 3/03* (2006.01)

(56)

References Cited

U.S. PATENT DOCUMENTS

5,850,250 A * 12/1998 Konopka et al. 348/14.07
 6,091,408 A * 7/2000 Treibitz et al. 715/753
 6,219,086 B1 * 4/2001 Murata 725/1
 7,290,204 B1 * 10/2007 Kanno et al. 715/205
 7,428,000 B2 * 9/2008 Cutler et al. 348/14.11
 7,714,802 B2 * 5/2010 Hurley et al. 345/2.1
 8,064,817 B1 * 11/2011 Ziv-El 434/319
 8,456,379 B2 * 6/2013 Hurley et al. 345/2.1
 8,520,674 B2 * 8/2013 Samuels 370/390
 2002/0116462 A1 * 8/2002 DiGiano et al. 709/205
 2002/0188656 A1 * 12/2002 Patton et al. 709/201
 2003/0073065 A1 * 4/2003 Riggs 434/350
 2004/0004634 A1 * 1/2004 Li et al. 345/733
 2004/0030781 A1 * 2/2004 Etesse et al. 709/225
 2005/0277102 A1 * 12/2005 Gillette et al. 434/350
 2006/0294552 A1 * 12/2006 Swanson et al. 725/80
 2007/0020603 A1 * 1/2007 Woulfe 434/350
 2007/0273751 A1 * 11/2007 Sachau 348/14.02

2008/0125119 A1 * 5/2008 Corritore et al. 455/435.1
 2008/0209330 A1 * 8/2008 Cruver 715/733
 2009/0083638 A1 * 3/2009 Gupta 715/752
 2009/0148824 A1 * 6/2009 Argott 434/307 R
 2010/0112540 A1 * 5/2010 Gross et al. 434/351
 2010/0125625 A1 * 5/2010 Oliver et al. 709/203
 2010/0299390 A1 * 11/2010 Alameh et al. 709/204
 2011/0225494 A1 * 9/2011 Shmuylovich et al. 715/705
 2012/0182384 A1 * 7/2012 Anderson et al. 348/14.09
 2012/0206566 A1 * 8/2012 Fedoseyeva 348/38
 2012/0231434 A1 * 9/2012 Standage 434/350
 2013/0082953 A1 * 4/2013 Yoshizawa 345/173
 2013/0091409 A1 * 4/2013 Jeffery 715/202
 2013/0132852 A1 * 5/2013 Sommer 715/736
 2013/0149687 A1 * 6/2013 Argott 434/351
 2013/0316322 A1 * 11/2013 Roschelle et al. 434/350
 2013/0344469 A1 * 12/2013 Abrahamson et al. 434/350
 2014/0045162 A1 * 2/2014 Ando et al. 434/322
 2014/0089799 A1 * 3/2014 Evans 715/716

OTHER PUBLICATIONS

Official Letter of Taiwan Patent Application No. 102122917 issued from the Intellectual Property Office of Taiwan on Jan. 26, 2015. (Date of receipt: Feb. 10, 2015).

* cited by examiner

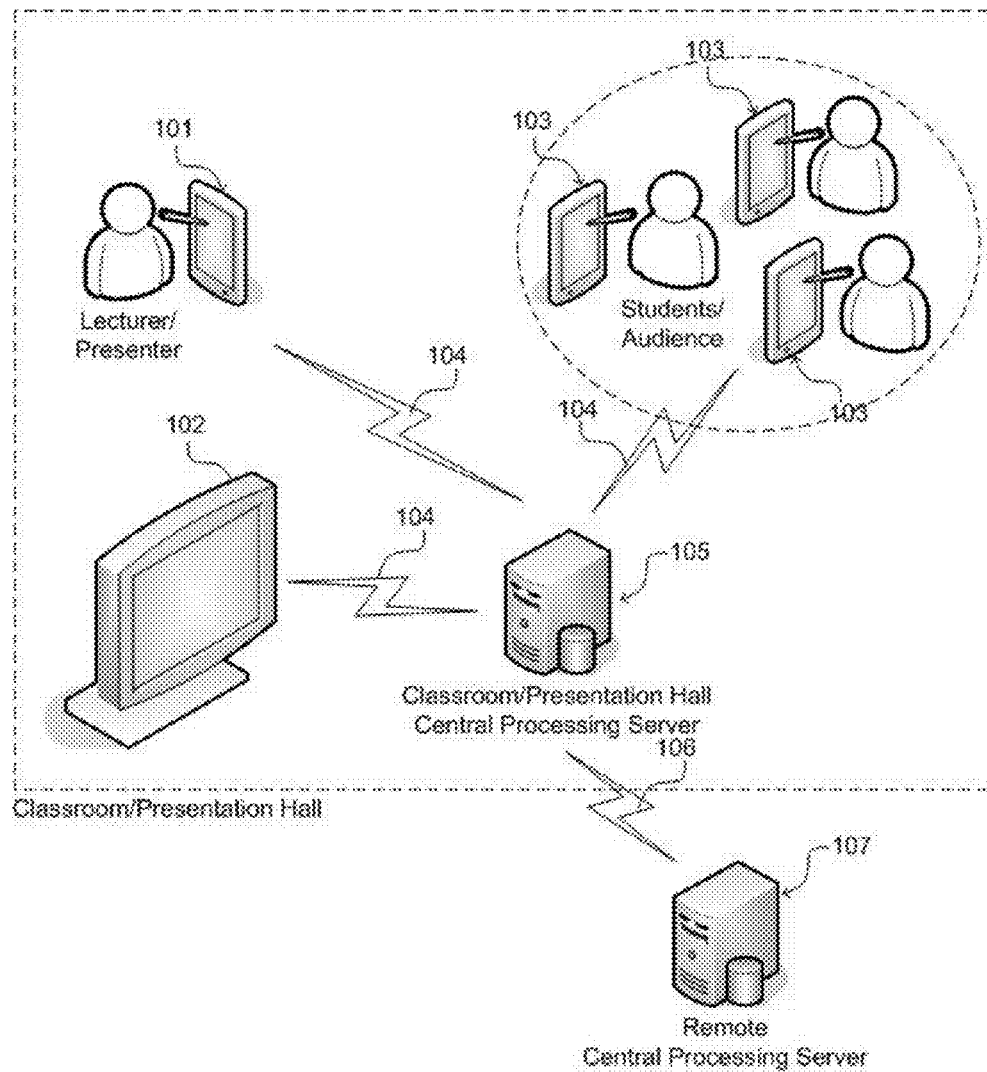


FIG. 1A

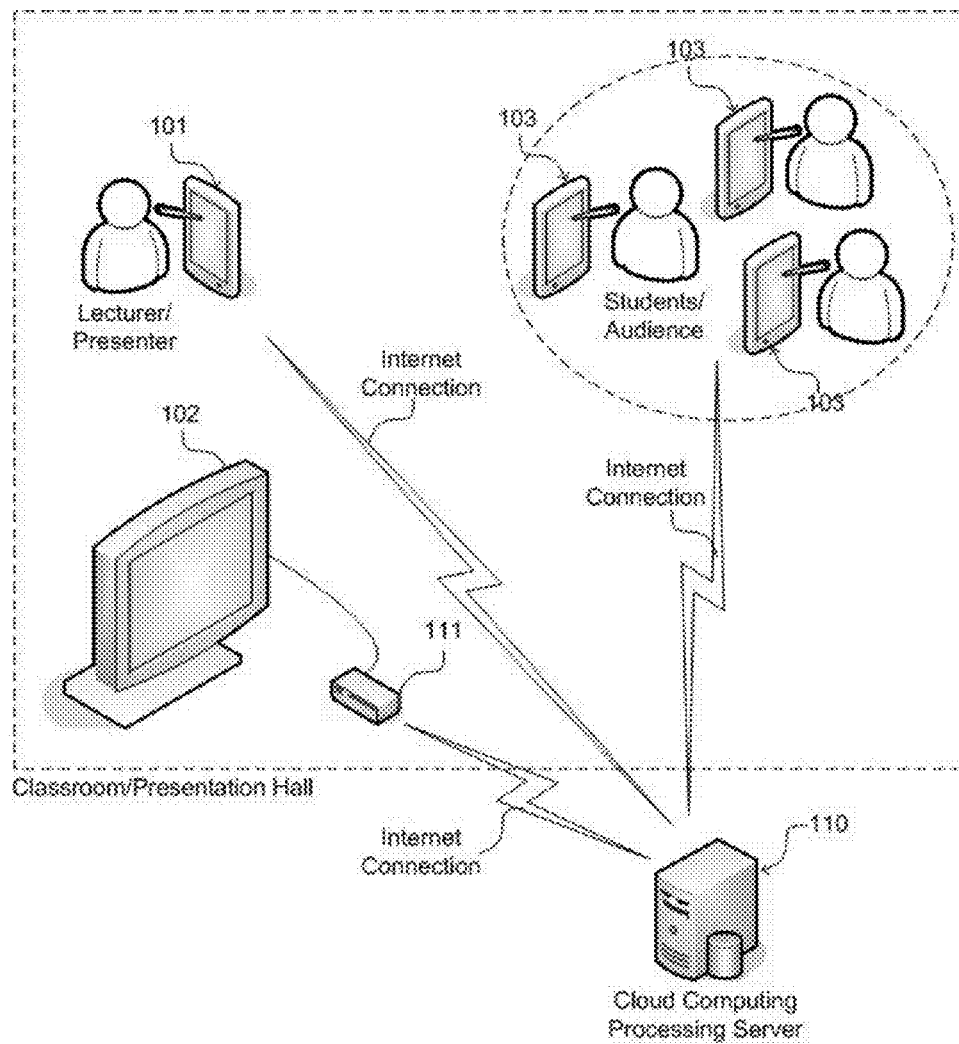


FIG. 1B

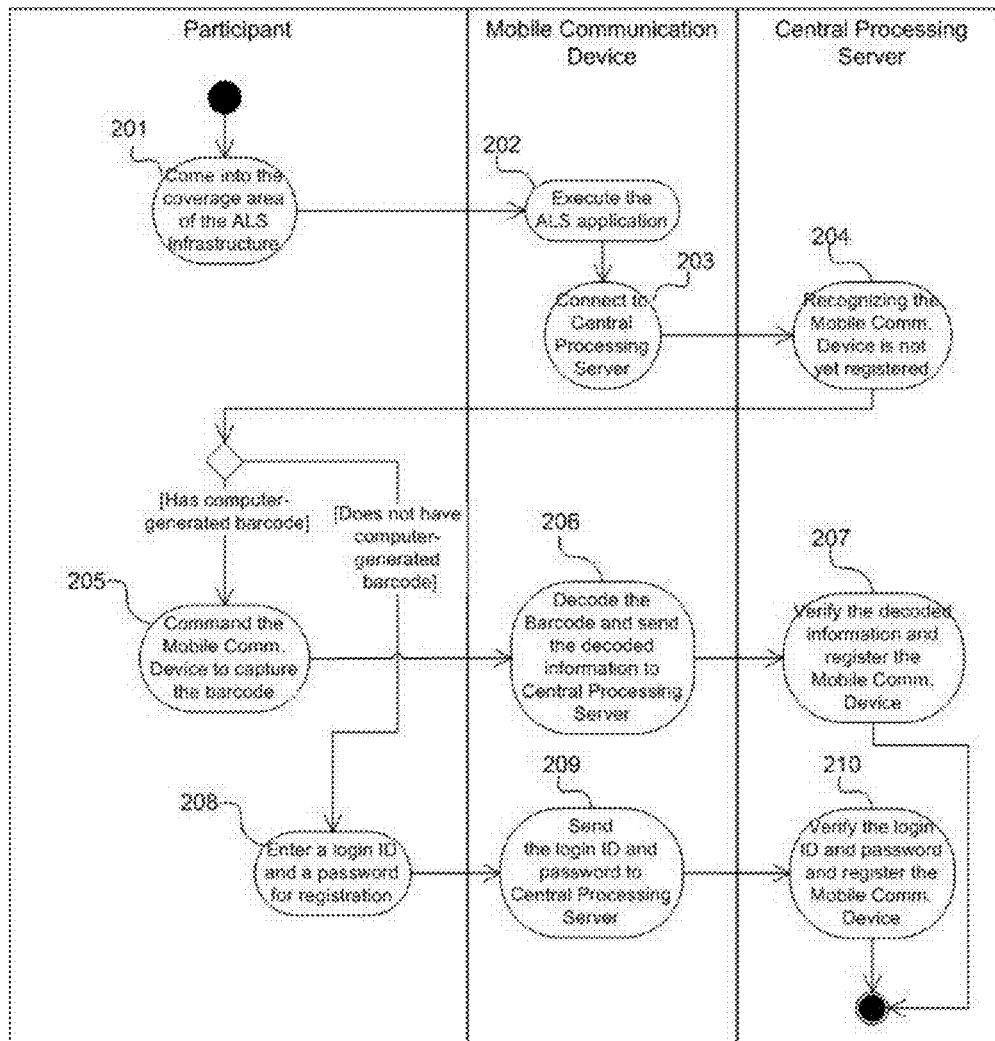


FIG. 2

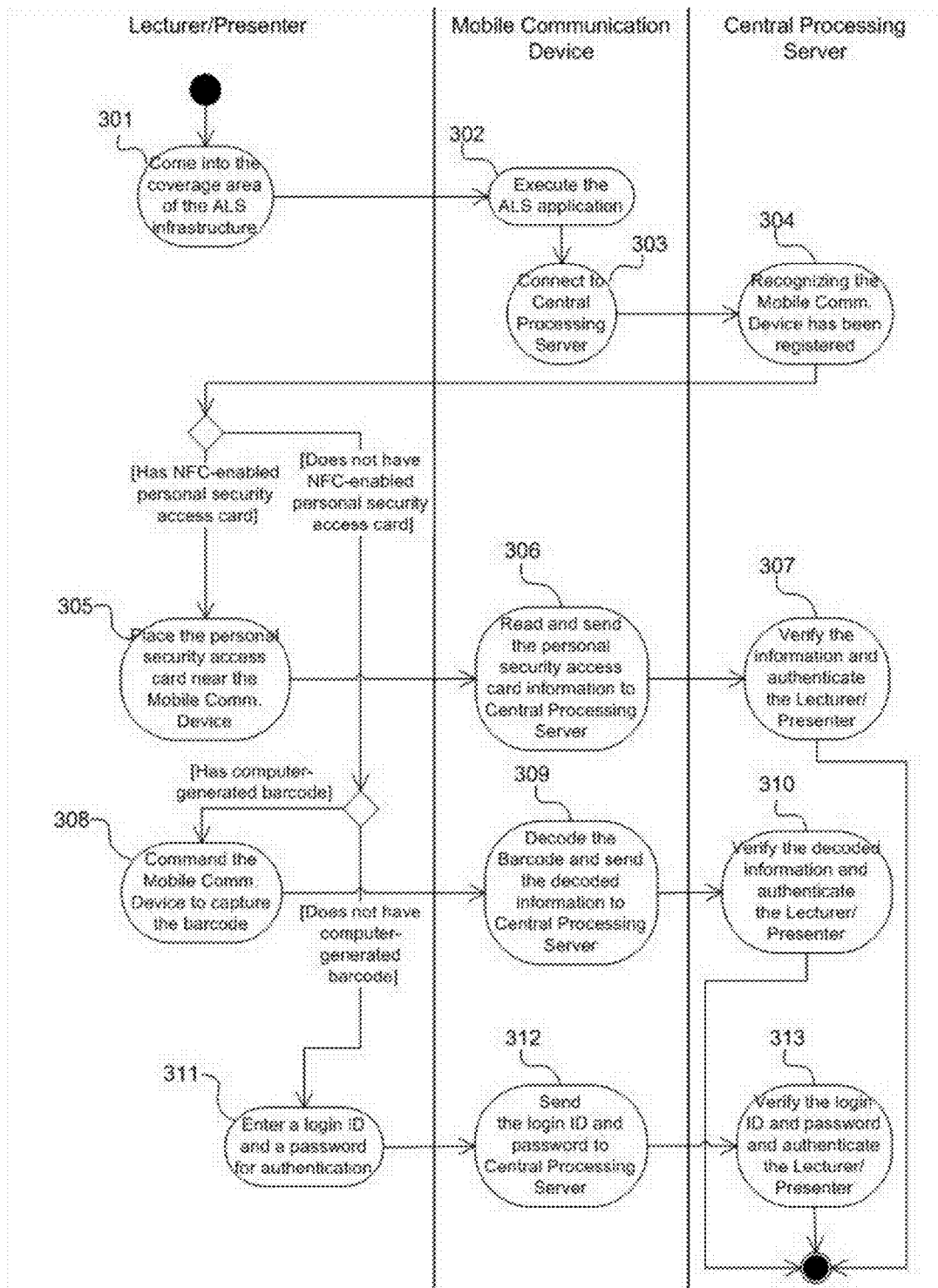


FIG. 3A

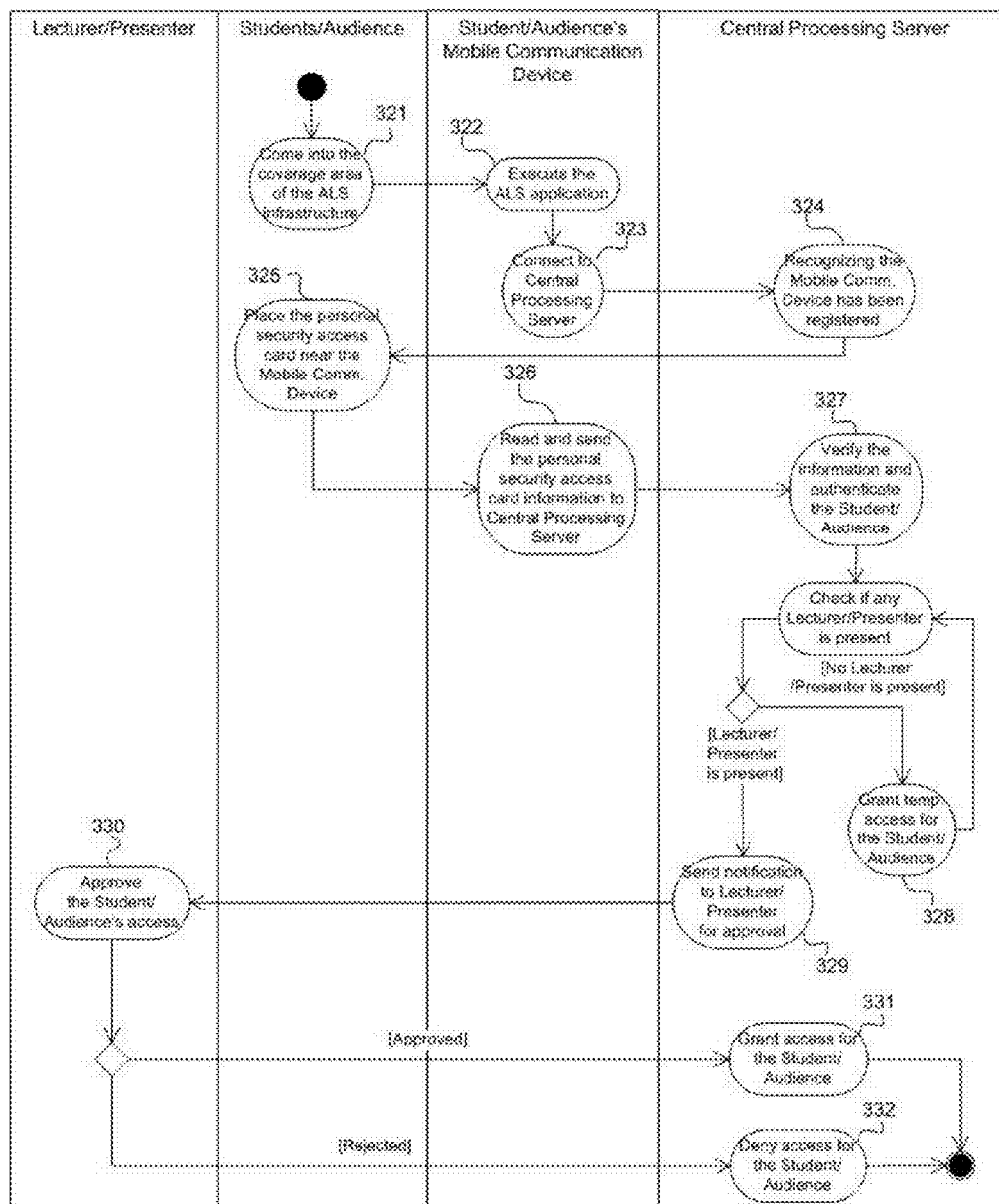


FIG. 3B

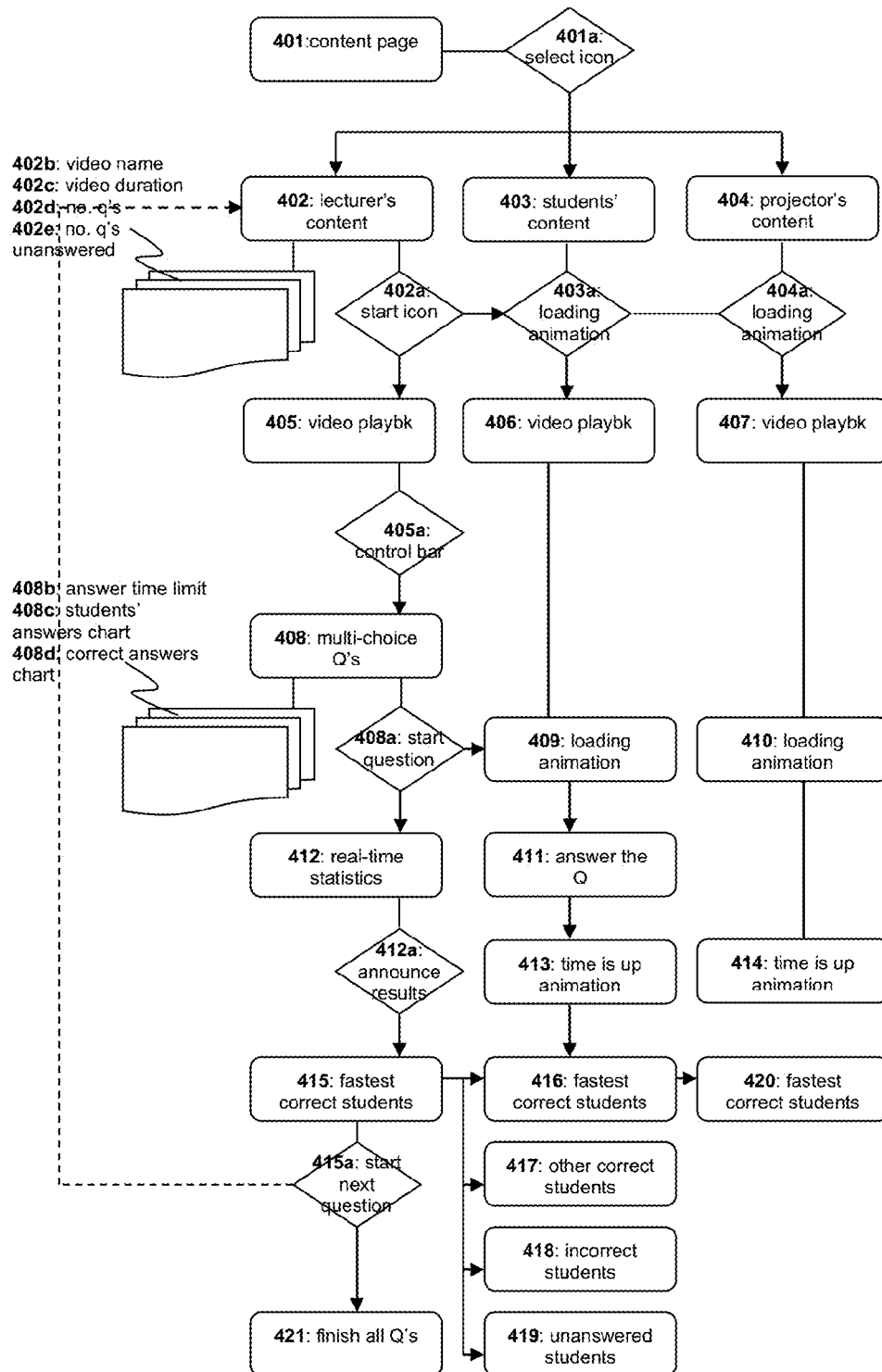


FIG. 4

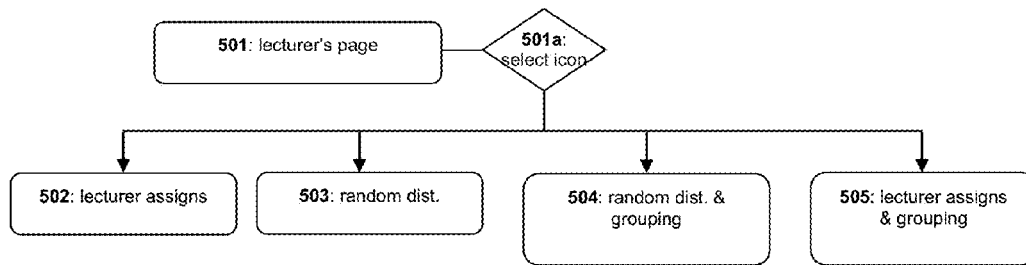


FIG. 5

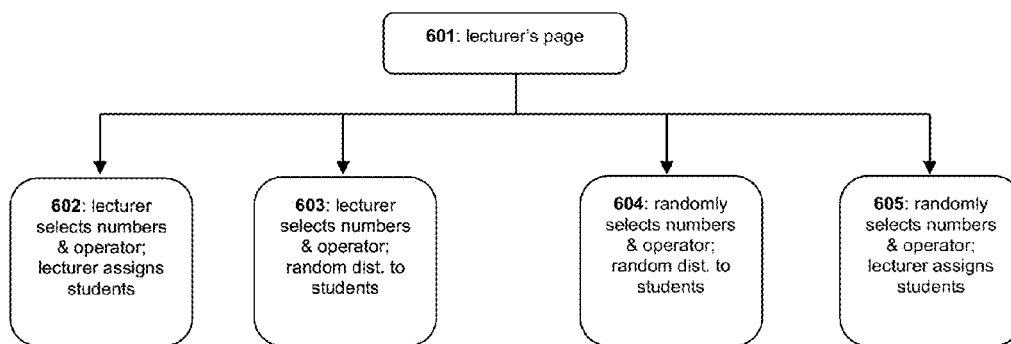
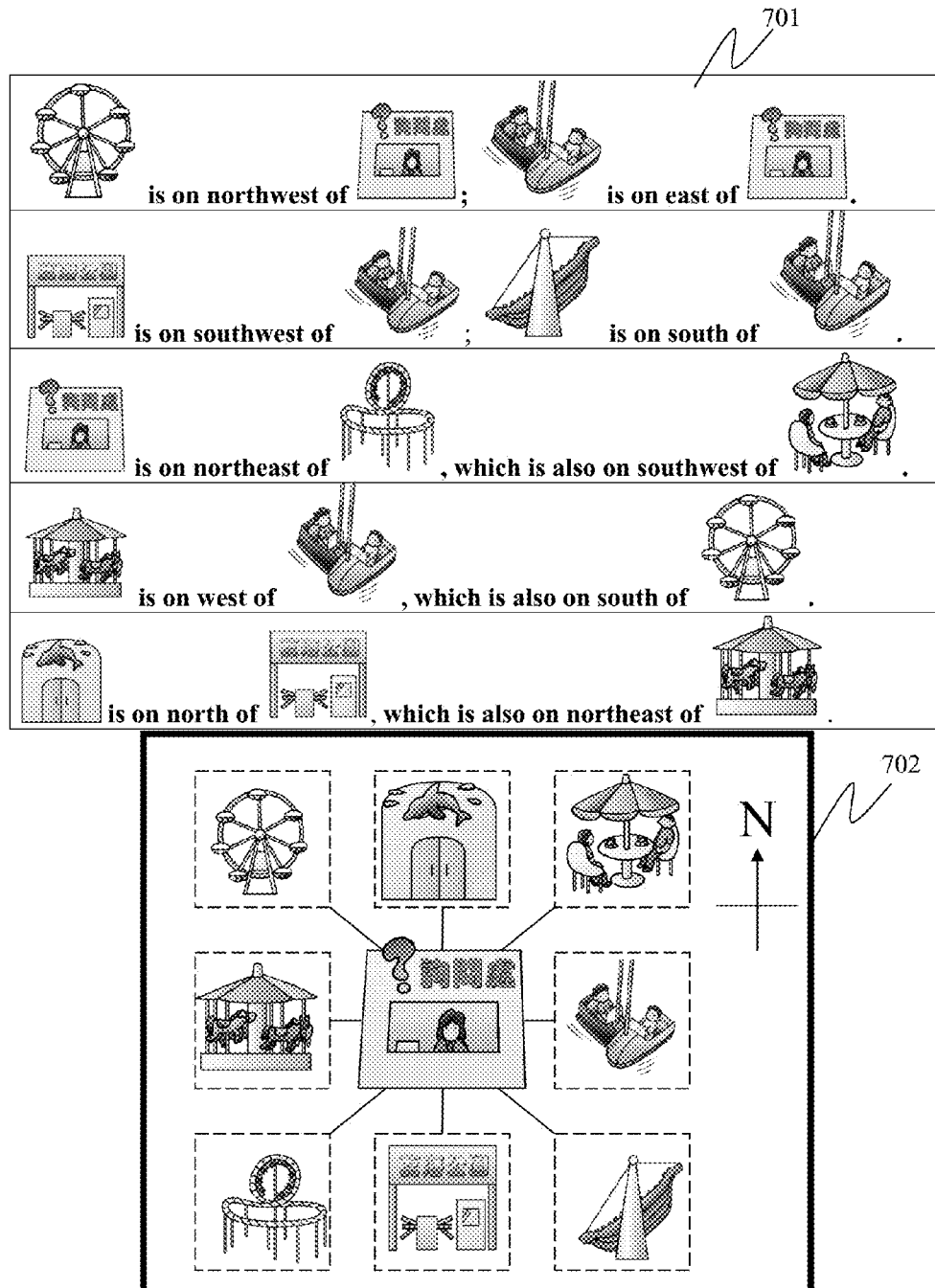
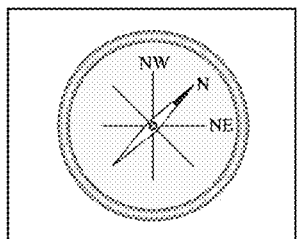
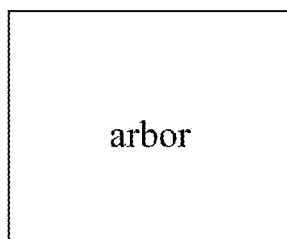


FIG. 6

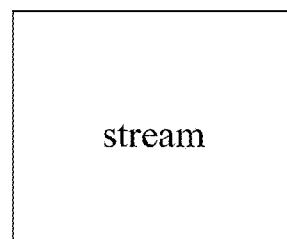




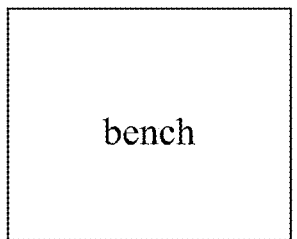
Student A - Leader



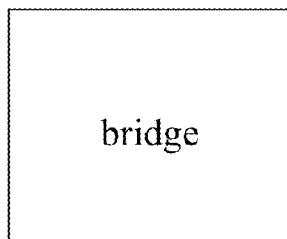
Student B



Student C



Student D



Student E



Student F

FIG. 7B

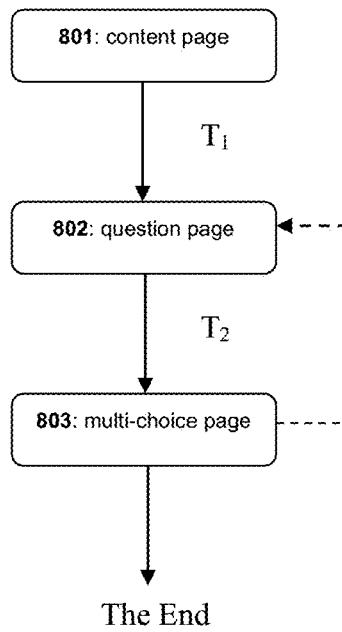


FIG. 8

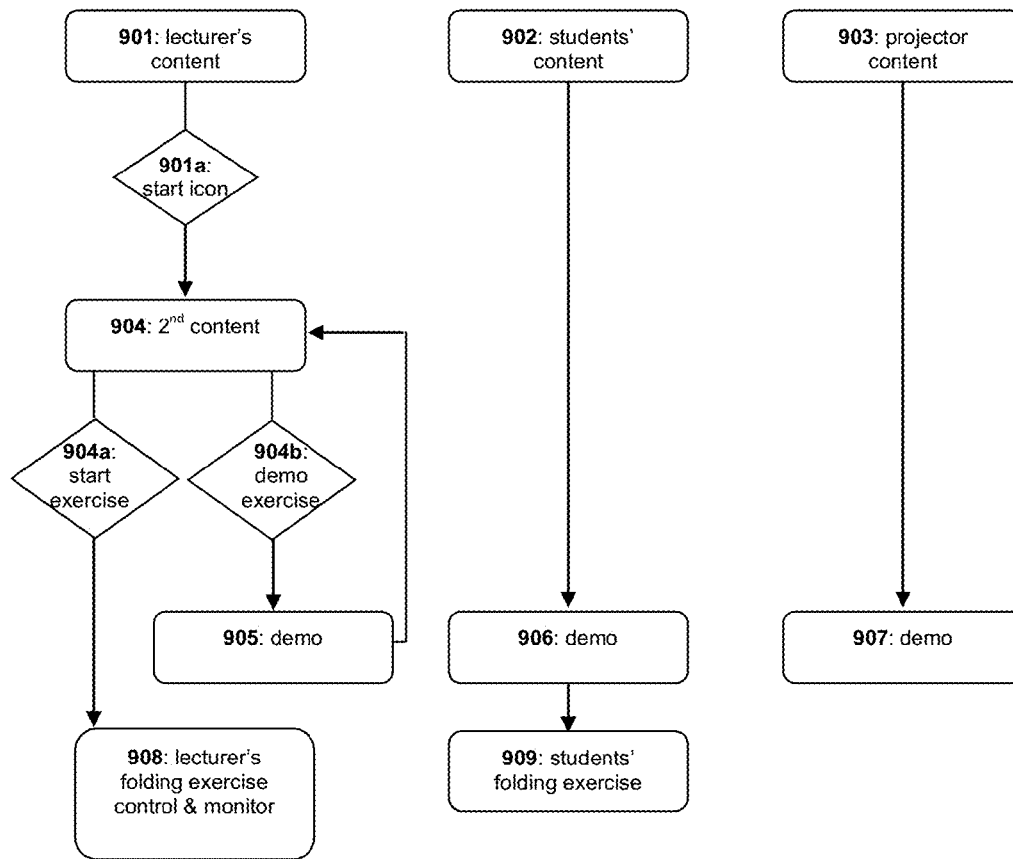


FIG. 9

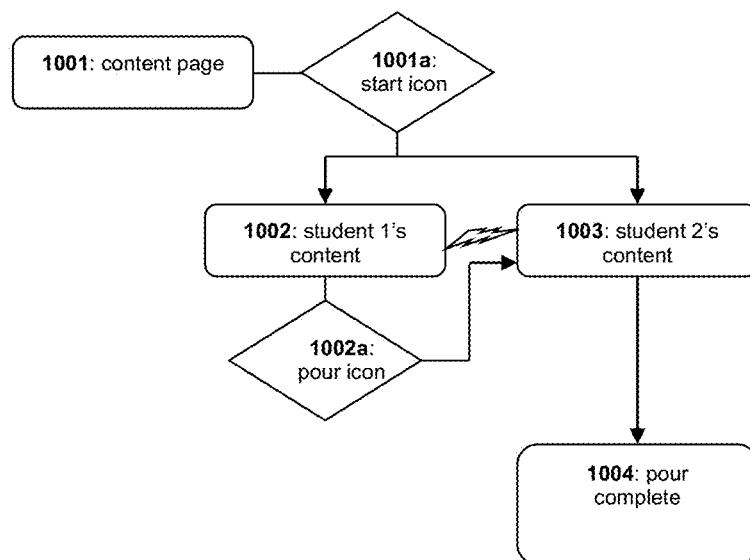
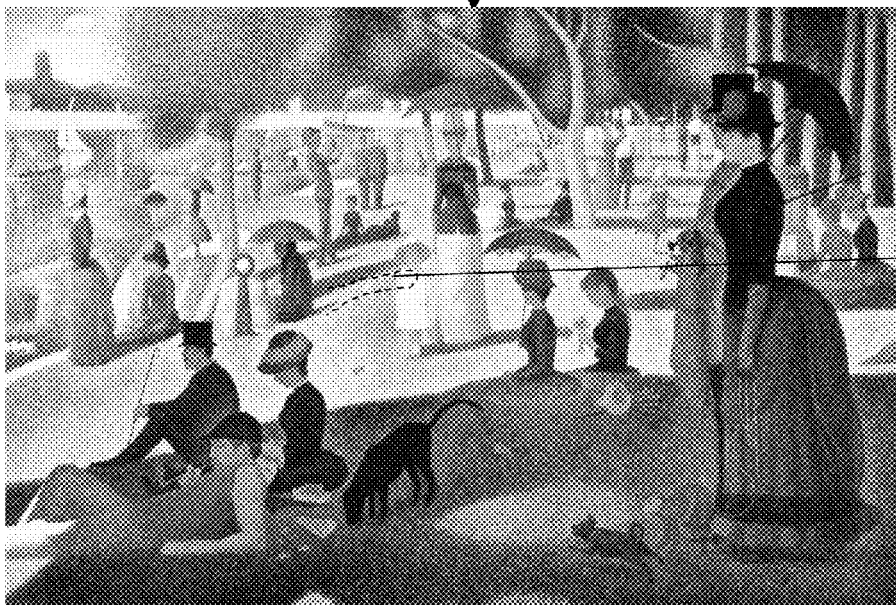
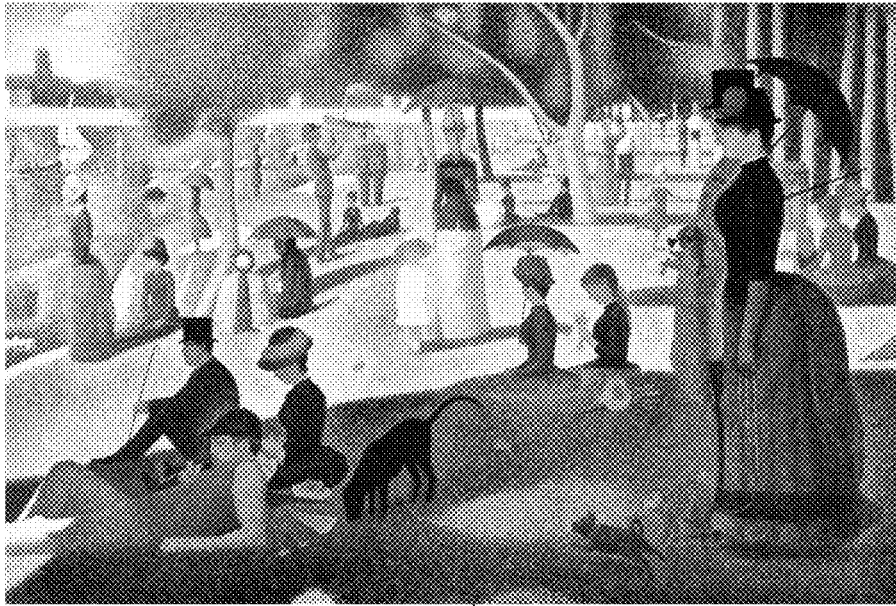


FIG. 10



1101

FIG. 11A

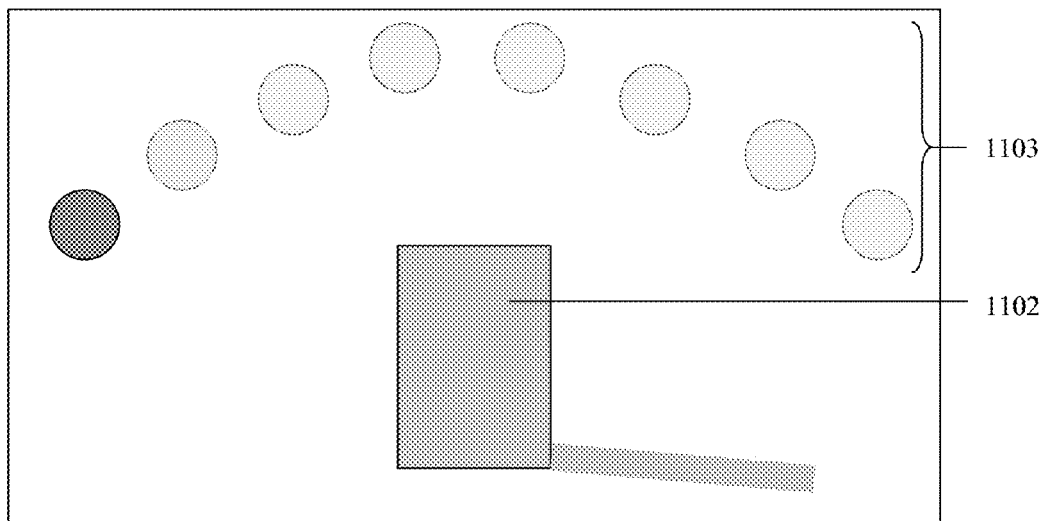


FIG. 11B

METHOD AND SYSTEM FOR CLASSROOM ACTIVE LEARNING

CLAIM FOR PRIORITY

This application is a Continuation-in-part application of the U.S. Non-provisional Utility patent application Ser. No. 13/685,720, filed Dec. 4, 2012, and the disclosure of which is incorporated herein by reference in its entirety. This application also claims priorities under 35 U.S.C. §119 to the U.S. Provisional Utility Patent Application No. 61/684,156, filed Aug. 17, 2012; the U.S. Provisional Utility Patent Application No. 61/811,247, filed Apr. 12, 2013; and the U.S. Provisional Utility Patent Application No. 61/811,250, filed Apr. 12, 2013. The disclosures of the aforementioned U.S. Provisional Utility Patent Applications are incorporated herein by reference in their entirety.

COPYRIGHT NOTICE

A portion of the disclosure of this patent document contains material, which is subject to copyright protection. The copyright owner has no objection to the facsimile reproduction by anyone of the patent document or the patent disclosure, as it appears in the Patent Office patent file or records, but otherwise reserves all copyright rights whatsoever.

FIELD OF THE INVENTION

The present invention relates generally to classroom information technology. Particularly, the present invention relates to methods and systems of classroom learning and presentation of lecture materials. More particularly, the present invention relates to the interactive classroom learning methods and systems using a network of coordinated electronic devices for presenting the lecture materials and facilitating the lecturer's and students' participation.

BACKGROUND

Traditionally, the use of information technology in classrooms and presentation halls is limited to ad hoc fashions. Often it merely involves the display of presentation slides or videos using an overhead projector or large video display monitor and an integrated sound system. Better-equipped classrooms or presentation halls would provide wireless network infrastructures for Internet connection and intra-room networking capability for the participants to be interconnected using their own mobile computing devices. Still more advanced classrooms or presentation halls would allow interactive lecture or presentation material contents to be accessed by the connected mobile computing devices, complementing the lecture or presentation in progress.

However, there has not been any system that can deliver a seamless interactive lecture or presentation experience to the participants through the use of a plurality of information technology equipment of various types. For instance, while most arrangements of information technology equipment are capable of simultaneously delivering non-interactive contents through an overhead projector, the sound system, and perhaps to the participants' individual mobile computing devices by video-streaming via wireless network; no existing system can deliver interactive contents comprising many different tracks to different equipment such that the content being displayed by the overhead projector can be different from the content being video-streamed to the participants' individual mobile computing devices, and yet the playback of

each of the different track of interactive contents being real-time synchronized and controllable by the lecturer or presenter.

Another shortcoming of currently available systems is that the initial setup for delivering the lecture or presentation material contents to a range of different information technology equipment can be burdensome and time consuming, degrading the overall participants' experience of the lecture or presentation. For instance, the connection of each participant's mobile computing device to the classroom's or presentation hall's network infrastructure for content access can involve software and hardware network configurations, the device's and the participant's authentication and authorization. This process is prone to human errors and it must be carried out by each participant.

SUMMARY

It is an objective of the presently claimed invention to provide a method and system for conducting interactive classroom learning that can utilize a plurality of electronic audio and video equipment, mobile computing devices, and processing servers, interconnected via a network infrastructure in a classroom or presentation hall to deliver seamlessly interactive multimedia contents to each of one or more participants in classroom or presentation hall; wherein the participants comprises one or more lecturers or presenters, and one or more students or audiences.

It is a further objective of the presently claimed invention to provide a number of interactive lectures and curriculums based on the aforementioned method and system for conducting interactive classroom learning. The goals of building the interactive lectures and curriculums include:

- (a) enhancing students' interest in learning different skills such as language skills (e.g., speaking, writing, listening), mathematical skills (e.g., basic concept of decimals and unit conversion for capacity and volume), coordination of different parts of their body, IT skills (e.g., computer graphic manipulation), specific subjects (e.g. navigation skills, human anatomy and physiology, visual art), etc.;
- (b) enhancing classroom management;
- (c) encouraging students' participation in the class;
- (d) facilitating lesson preparation;
- (e) enabling real-time assessment and comparison of students' academic and learning performance; and
- (f) replacing conventional teaching tools by virtual platform.

One aspect of the presently claimed invention is the method and system used to control and coordinate the electronic audio and video equipment, mobile computing devices, and the processing servers to deliver the interactive multimedia contents to one or more of the participants in the classroom or presentation hall simultaneously and to facilitate the information input-output interactions to and from the participants; wherein the interactive multimedia contents can be divided into multiple parts or streams, and each being personalized for each or each subset of the participants.

Another aspect of the presently claimed invention is the rapid and highly automated participant authentication and network connectivity setup for new participants with their mobile computing devices joining the first network infrastructure in the classroom or presentation hall.

Still another aspect of the presently claimed invention is allowing the first network infrastructure to facilitate the simultaneous streaming of multiple parts or streams of the interactive multimedia contents to the electronic audio and video equipment and mobile computing devices with a network latency of no more than 500 milliseconds, enabling a

3

real-time synchronized interactive lecture or presentation experience among the plurality of participants in the classroom or presentation hall.

In accordance with various embodiments, the presently claimed invention comprises a first processing server for one or more classrooms or presentation halls; a mobile computing device for each of one or more participants in each of the classrooms or presentation halls, wherein the mobile computing devices can be tablet computers, laptop computers, Notebook computers, and/or combinations thereof; and optionally one or more electronic audio and video equipment in each of the classrooms or presentation halls, wherein the electronic audio and video equipment can be overhead projectors, electronic video displays, sound amplifying systems, and/or combinations thereof. In accordance with one embodiment, the first processing server, the mobile computing devices, and the electronic audio and video equipment are interconnected via the first network infrastructure, wherein the first network infrastructure can be a local area wired, wireless, or a combination of wired and wireless network. In the case of local area wired network, the first network infrastructure includes a router; and in the case of local area wireless network, the first network infrastructure includes a network access point.

In accordance with various embodiments, the first processing server is configured to exchange data with the mobile computing devices, wherein the data includes participants input and parts or streams of the interactive multimedia contents. The first processing server is also configured to allow participant control of the electronic audio and video equipment using one of the mobile computing devices and feed parts or streams of the interactive multimedia contents to the electronic audio and video equipment. The first processing server is also configured to control the first network infrastructure via the network access point or router, adjust and/or segment its connectivity coverage area, enable and disable network connections of and networked resource accesses by the mobile computing devices. In accordance with one embodiment, the first processing server also comprises a data repository for storage of participant information, the interactive multimedia contents, and lecture or presentation materials. In accordance with another embodiment, the first processing server communicates with a second processing server for data retrieval and storage via a second network infrastructure, wherein the second processing server comprises a data repository for storage of participant information, the interactive multimedia contents, and lecture or presentation materials.

In accordance with various embodiments, the mobile computing devices are grouped into at least two groups: a lecturer or presenter group, and a student or audience group. Mobile computing devices in the lecturer or presenter group are configured to interact with the first processing server to achieve the following functions:

1. Control and monitor the functions and status, including power on/off, sleep mode on/off, volume, and general conditions, of the electronic audio and video equipment;
2. Control and monitor the display, speaker, other functions and status, including power on/off, sleep mode on/off, interactive multimedia contents playback, access authorization to data in the first processing server, network resource access, network connectivity, volume, storage capacity, battery level, and general device conditions, of each of the mobile computing devices in the student or audience group;
3. Control and monitor the functions and status of the first network infrastructure, including connectivity coverage

4

area segmentation, network connections and networked resource access authorization for the mobile computing devices; and

4. Control the delivery of the interactive multimedia contents and lecture or presentation materials to each or subset of the electronic audio and video equipment and each or subset of mobile computing devices, wherein the parts or streams of the interactive multimedia contents and lecture or presentation materials can be different for each or subset of the electronic audio and video equipment and each or subset of mobile computing devices according to a pre-configured setting for the particular interactive multimedia contents or participant control input from the mobile computing devices in the lecturer or presenter group.

In accordance with various embodiments, each of the mobile computing devices in the lecturer or presenter group are configured to allow communication with each of the mobile computing devices in the student or audience group, wherein the communication can be text and/or graphical based. In accordance with various embodiments, each of the mobile computing devices is configured to be able to access the first processing server for viewing the lecture or presentation materials. In addition, each of the mobile computing devices is configured to receive participant's answers to materials displayed that require user input from the participant. The participant's input data is then sent to the first processing server for storage and can be viewed from the other mobile computing devices.

In accordance with an alternative embodiment, the active learning system is implemented on Cloud computing platform that includes a Cloud computing processing server or a cluster of one or more Cloud computing processing servers configured to allow collections to the mobile computing devices. The Cloud computing processing server or the cluster of Cloud computing processing servers can be remotely located outside of the classroom or presentation hall and are functional replacement of the first processing server. The video/audio equipment for output of the interactive multimedia contents can be connected to the Cloud computing processing server or the cluster of Cloud computing processing servers through an input/output device allowing the control by the presenter through his/her tablet or mobile device running a corresponding software program or mobile application.

In accordance with various embodiments, the Cloud computing based active learning system is configured to offer additional services in the form of paid contents and metered usage.

It is yet another aspect of the presently claimed invention to provide a standalone tablet or mobile device that integrates with the Cloud computing based active learning system outside a classroom or a presentation hall and without the need of first registering the standalone tablet or mobile device and joining the ALS infrastructure. Features of such standalone tablet or mobile device include a resource tray in its graphical user interface. The resource tray functionalities include a quick access to reference materials and hyperlinks to related resources on the Internet and those residing in the Cloud computing processing server or the cluster of Cloud computing processing servers of the Cloud computing based active learning system.

BRIEF DESCRIPTION OF THE DRAWINGS

Embodiments of the invention are described in more detail hereinafter with reference to the drawings, in which

FIG. 1A shows a block diagram illustrating an exemplary embodiment of the presently claimed classroom interactive learning system;

FIG. 1B shows a block diagram illustrating another exemplary embodiment of the presently claimed classroom interactive learning system implemented on Cloud computing platform;

FIG. 2 shows a flow diagram of a device registration process in accordance to an embodiment of the presently claimed classroom interactive learning system;

FIG. 3A and FIG. 3B show the flow diagrams of a participant authentication process in accordance to an embodiment of the presently claimed classroom interactive learning system;

FIG. 4 is a flow chart illustrating how the interactive multimedia content pages for a contest for questions with the fastest response are loaded in different devices and the interaction thereof according to one embodiment of the presently claimed classroom interactive learning system;

FIG. 5 is a flow chart illustrating how the interactive multimedia contents for a game to learn sentence composition are segmented and assigned to different participating students according to one embodiment of the presently claimed classroom interactive learning system;

FIG. 6 is a flow chart illustrating how the interactive multimedia contents for a game to learn rearranging different numbers in order with comparison operators are assigned to different participating students according to one embodiment of the presently claimed invention;

FIG. 7A shows a schematic diagram and interface of a game for learning navigation skills using compass point according to one embodiment of the presently claimed invention; FIG. 7B shows a schematic diagram of how the information about another game for learning navigation skills is distributed among the participating students within the same group according to one embodiment of the presently claimed invention;

FIG. 8 shows an interface of a contest for questions about navigation with the fastest response according to one embodiment of the presently claimed invention;

FIG. 9 is a flow chart illustrating how a game for learning 3-D structure is demonstrated and played with different unfolded paper templates according to one embodiment of the presently claimed invention;

FIG. 10 is a flow chart illustrating how an exercise for learning calculation of capacity and volume is carried out and the interaction thereof according to one embodiment of the presently claimed invention;

FIG. 11A shows a visual art skills exercise for finding shadow in a painting or photo; and FIG. 11B shows another visual art skills exercise for learning the change in shadows of an object by selecting different light sources from different position.

DETAILED DESCRIPTION

In the following description, methods and systems of classroom interactive learning and presentation hall interactive presentation and the like are set forth as preferred examples. It will be apparent to those skilled in the art that modifications, including additions and/or substitutions may be made without departing from the scope and spirit of the invention.

Specific details may be omitted so as not to obscure the invention; however, the disclosure is written to enable one skilled in the art to practice the teachings herein without undue experimentation.

Base System:

Referring to FIG. 1A. In accordance with various embodiments the presently claimed invention comprises a first processing server **105** for one or more classrooms or presentation halls; a specifically configured mobile computing device for each of participants in each of the classrooms or presentation halls (**101** and **103**); and optionally one or more network-capable electronic audio and video equipment **102** in each of the classrooms or presentation halls, wherein the electronic audio and video equipment can be overhead projectors, electronic video displays, sound amplifying systems, and/or combinations thereof. The first processing server **105**, the mobile computing devices **101** and **103**, and the electronic audio and video equipment **102** are interconnected via a first network infrastructure **104**, forming an active learning solution (ALS) infrastructure for the classroom or presentation hall. The first network infrastructure **102** can be a local area wired, wireless, or a combination of wired and wireless network supporting the TCP/IP protocol. In the case of local area wired network, the first network infrastructure **102** includes a router; and in the case of local area wireless network, the first network can be based on Wi-Fi technology according to the various IEEE 802.11 standards and includes a network access point. The first network also includes network components providing anti-intrusion and access control functionalities.

In accordance with various embodiments, the first processing server **105** is configured to exchange data with the mobile computing devices **101** and **103**, wherein the data includes user inputs and parts or streams of the interactive multimedia contents. The first processing server **105** is also configured to allow participant control of the electronic audio and video equipment **102** using one of the mobile computing devices and feed parts or streams of the interactive multimedia contents to the electronic audio and video equipment. The first processing server **105** is also configured to control the first network infrastructure via the network access point or router, adjusting and/or segmenting its connectivity coverage area, enabling and disabling network connections and networked resource accesses of the mobile computing devices. In accordance with one embodiment, the first processing server **105** also comprises a data repository for storage of participant information, the interactive multimedia contents, and other lecture or presentation materials. In accordance with another embodiment, the first processing server **105** communicates with a second processing server **107** for data retrieval and storage via a second network infrastructure **106**, wherein the second processing server **107** comprises a data repository for storage of participant information, the interactive multimedia contents, and other lecture or presentation materials. The second network infrastructure **106** can be the first network infrastructure **104**; a separate local area wired, wireless, or a combination of wired and wireless network supporting the TCP/IP protocol; a wide area communication network or a telecommunication network supporting the Internet protocols.

In accordance with various embodiments, the mobile computing devices **101** and **103** are grouped into at least two groups: a lecturer or presenter group, and a student or audience group. Mobile computing devices in the lecturer or presenter group (**101**) are configured to interact with the first processing server **105** to achieve the following functions:

1. Control and monitor the status, including power on/off, battery level, network connectivity, volume, and general conditions, of the electronic audio and video equipment;
2. Control and monitor the display, sound volume, power on/off, sleep mode on/off, interactive multimedia contents playback, access authorization to data in the first processing server, network resource access, network connectivity, storage capacity, battery level, and general device conditions, of each of the mobile computing devices in the student or audience group;
3. Control and monitor the first network, adjusting and/or segmenting its connectivity coverage area, enabling and disabling network connections and networked resource accesses of each or subset of the mobile computing devices; and
4. Control the delivery of the interactive multimedia contents to each or subset of the electronic audio and video equipment and each or subset of the mobile computing devices, wherein the parts or streams of the interactive multimedia contents can be different for each or subset of the electronic audio and video equipment and each or subset of the mobile computing devices according to a pre-configured setting for the particular interactive multimedia contents or participant control input from the mobile computing devices in the lecturer or presenter group.

In accordance with various embodiments, each of the mobile computing devices in the lecturer or presenter group (**101**) are configured to allow communication with each of the mobile computing devices in the student or audience group (**103**), wherein the communication can be textual and/or graphical. In accordance with various embodiments, each of the mobile computing devices **101** and **103** is configured to be able to access the first processing server **105** for viewing lecture or presentation and other reference materials. In addition, each of the mobile computing devices **101** and **103** is configured to receive participant's answers to materials displayed that require user input from the participant. The participant's input data is then sent to the first processing server **105** for storage and can be viewed from the other mobile computing devices **101** and **103**.

In accordance to exemplary embodiments of the processing servers **105** and **107**, the configuration of the processing servers **105** and **107** can be achieved by the installation and execution of specially designed server application software, which includes at least a user interface and server backend machine instruction codes.

Exemplary embodiments of the mobile computing devices **101** and **103** include tablet computers, laptop computers, and netbook computers that are wireless-networking enabled. The configuration of the mobile computing device **101** and **103** can be achieved by the installation and execution of specially designed application software, which includes at least a user interface and machine instruction codes. One exemplary embodiment of such application software installed in and executed by a tablet computer is a mobile application (App) running on the iOS operating system developed by Apple Inc. Another exemplary embodiment of such user interface is a mobile application (App) running on the Android operating system developed by Google Inc. In addition, various exemplary embodiments of the mobile computing devices include electronic components and circuitries for image capturing and near field communication (NFC). A NFC-enabled mobile computing device can retrieve data from a NFC-enabled device such as a NFC-enabled data storage or security access card.

Cloud Computing Based System:

In accordance with an alternative embodiment, the active learning system is implemented on Cloud computing platform that includes a Cloud computing processing server or a cluster of one or more Cloud computing processing servers configured to allow collections to the mobile computing devices. Details of the Cloud computing concept can be found in many documents, one of which is VOORSLUYS et al., Introduction to Cloud Computing, Cloud Computing: Principles and Paradigms, February 2011, pages 1-44, Wiley Press, N.Y., U.S.A.; the content of which is incorporated herein by reference in its entirety. The Cloud computing processing server or the cluster of Cloud computing processing servers can be remotely located outside of the classroom or presentation hall and are functional replacement of the first processing server. The video/audio equipment for output of the interactive multi-media contents can be connected to the Cloud computing processing server or the cluster of Cloud computing processing servers through an input/output device allowing the control by the presenter through his/her tablet or mobile device running a corresponding software program or mobile application.

Referring to FIG. 1B. In accordance with various embodiments the presently claimed invention comprises a Cloud computing processing server or a cluster of one or more Cloud computing processing servers (collectively referred to as Cloud computing processing server) **110** for one or more classrooms or presentation halls; a specifically configured mobile computing device for each of participants in each of the classrooms or presentation halls (**101** and **103**); and optionally one or more electronic audio and video equipment **102** in each of the classrooms or presentation halls, wherein the electronic audio and video equipment can be overhead projectors, electronic video displays, sound amplifying systems, and/or combinations thereof; and an input/output device **111** for connecting the electronic audio and video equipment. The Cloud computing processing server **110**, the mobile computing devices **101** and **103**, and the input/output device **111** are connected to the Internet, forming a Cloud computing based ALS infrastructure. The input/output device **111** provides Internet networked access and control capability to the electronic audio and video equipment.

The functionalities that are provided by the processing servers **105** and **107** in the non-Cloud computing based ALS infrastructure are then provided by the Cloud computing processing server **110**. In one embodiment, the Cloud computing processing server **110** is to serve a plurality of classrooms or presentation halls belonging to different organizations/institutes. Portions or whole of the interactive multimedia contents, and lecture or presentation materials residing in the Cloud computing processing server **110** can be designated as paid contents, which are accessible on pay-per-use or paid subscription basis. Optionally, the Cloud computing based ALS infrastructure can be configured as metered pay-per-use, paid subscription, or per-user-licensing service.

Registering a New Mobile Computing Device in the ALS Infrastructure of the Classroom or Presentation Hall:

Referring to FIG. 2. A mobile computing device that has not previously been registered with a particular ALS infrastructure of a classroom or presentation hall must first be registered with the ALS infrastructure before joining it. The registration of a mobile computing device with an ALS infrastructure comprises: **201.**) the mobile computing device entering the coverage area of the ALS infrastructure; **202.**) launching and executing an ALS application in the mobile computing device; **203.**) the mobile computing device connecting to the ALS infrastructure; **204.**) a first processing

server in the ALS infrastructure recognizing the mobile computing device is not yet registered and instructing the mobile computing device to prompt its user for registration; 205.) if the user of the mobile computing device has a computer-generated barcode, the user can command the mobile computing device to perform an image capture of the computer-generated barcode, wherein the computer-generated barcode can be a matrix or two-dimensional barcode such as a Quick Response (QR) code, and wherein the computer-generated barcode contains encoded information on the identity of the participant and the mobile computing device; 206.) the mobile computing device decoding the computer-generated barcode and sending the decoded information of the computer-generated barcode to the first processing server for verification; 207.) upon a positive verification, the mobile computing device is registered; 208.) if the user of the mobile computing device does not have a computer-generated barcode, the user can enter a login ID and a password for registration in a user interface of the ALS application running in the mobile computing device; 209.) the mobile computing device sending the login ID and password to first processing server for verification; 210.) upon a positive verification, the mobile computing device is registered.

Connecting a Mobile Computing Device to the ALS Infrastructure of the Classroom or Presentation Hall:

In order to access the networked resources, participate in an interactive lecture or presentation session, and view the interactive multimedia contents of an ALS infrastructure of a classroom or presentation hall, a participant must first authenticate and have his/her registered mobile computing device join the ALS infrastructure. In accordance to various embodiments, participants are divided into two groups: lecturer or presenter group and student or audience group. The processes of participant authentication and joining of a mobile computing device to an ALS infrastructure are different for these two groups of participants.

Referring to FIG. 3A. The participant authentication and joining of a mobile computing device to an ALS infrastructure for a participant in the lecturer or presenter group comprises: 301.) the mobile computing device entering the coverage area of the ALS infrastructure; 302.) launching and executing the ALS application in the mobile computing device; 303.) the mobile computing device connecting to the ALS infrastructure; 304.) a first processing server in the ALS infrastructure recognizing the mobile computing device has been registered and instructing the mobile computing device to prompt its participant for authentication; 305.) if the participant of the mobile computing device has a NFC-enabled personal security access card, the participant can motion the personal security access card near the mobile computing device for the mobile computing device to retrieve the participant's personal security access information from the personal security access card; 306.) the mobile computing device sending the participant's personal security access information to the first processing server for authentication; 307.) upon a positive authentication, the mobile computing device joins the ALS infrastructure; 308.) if the participant of the mobile computing device has a computer-generated barcode, the participant can command the mobile computing device to perform an image capture of the computer-generated barcode, wherein the computer-generated barcode can be a matrix or two-dimensional barcode such as a Quick Response (QR) code and wherein the computer-generated barcode contains encoded information on the identity of the participant and the mobile computing device; 309.) the mobile computing device decoding the computer-generated barcode and sending the decoded information of the computer-generated

barcode to the first processing server for authentication; 310.) upon a positive authentication, the mobile computing device joins the ALS infrastructure; 311.) if the participant of the mobile computing device does not have a NFC-enabled security access card or a computer-generated barcode, the participant can enter a login ID and a password for authentication in the ALS application user interface running in the mobile computing device; 312.) the mobile computing device sending the login ID and password to first processing server for authentication; 313.) upon a positive authentication, the mobile computing device joins the ALS infrastructure.

Referring to FIG. 3B. The participant authentication and joining of a mobile computing device to an ALS infrastructure for a participant in the student or audience group comprises: 321.) the mobile computing device coming into the coverage area of the ALS infrastructure; 322.) launching and executing the ALS application in the mobile computing device; 323.) the mobile computing device running the ALS application connecting to the ALS infrastructure; 324.) a first processing server in the ALS infrastructure recognizing the mobile computing device has been registered and instructing the mobile computing device to prompt its participant for authentication; 325.) the participant places his/her NFC-enabled personal security access card near the mobile computing device for retrieving the participant's personal security access information from the personal security access card; 326.) the mobile computing device sending the participant's personal security access information to the first processing server for authentication; 327.) upon a positive authentication, if no participant from a lecturer or presenter group has joined the ALS infrastructure, 328.) the mobile computing device joins the ALS infrastructure on a temporary basis, when participant from the lecturer or presenter group joins the ALS infrastructure, 329.) the first processing sends a notification to his/her mobile computing device requesting his/her approval of the mobile computing device of the participant from the student or audience group joining the ALS infrastructure; if at least one participant from a lecturer or presenter group has joined the ALS infrastructure, 329.) a notification is sent to the mobile computing device of the participant from the lecturer or presenter group requesting the participant from a lecturer or presenter group to approve of the mobile computing device of the participant from the student or audience group joining the ALS infrastructure. If the participant from the lecturer or presenter group rejects the request, 332.) the mobile computing device of the participant from the student or audience group is refused from participation in the interactive lecture or presentation session in the ALS infrastructure and denied access to any networked resource in the ALS infrastructure; otherwise 331.) the mobile computing device joins the ALS infrastructure.

Classroom or Presentation Hall Management:

In accordance to one embodiment of the presently claimed invention, participants in an ALS infrastructure of a classroom or presentation hall are divided into two groups: lecturer or presenter group and student or audience group. Through a ALS application user interface running in the mobile computing device, a participant from the lecturer or presenter group can control and monitor individually and collectively the mobile computing devices of the participants from the student or audience group. Status of the mobile computing devices that can be monitored include: sleep mode on/off, battery level, volume, download progress of interactive multimedia contents and lecture or presentation materials, contents being displayed on the mobile computing devices, and whether the mobile computing devices are locked/unlocked from participant operation. Functions of the mobile comput-

ing devices that can be controlled include: sleep mode on/off, volume, lock/unlock from participant operation, download and playback of interactive multimedia contents and lecture or presentation materials, sharing of the contents being displayed on any mobile computing device with any other mobile computing device and/or any of the electronic audio and video equipment.

Exemplary Interactive Multimedia Contents and Their Playback in the Classroom or Presentation Hall:

1.) Literature Composition:

A participant in the lecturer or presenter group, by commanding through and providing user input to the ALS application user interface running in his/her mobile computing device, can create sub-groups of participants for the student or audience group for a group participation or competition in a lecture session on literature composition. The participant in the lecturer or presenter group can select the members for each sub-group and optionally a leader for each sub-group. Parts or streams of an interactive multimedia contents are fed to the mobile computing devices of the participants in the student or audience group. Each sub-group can receive the same or different parts or streams of the interactive multimedia contents. This can be controlled and monitored by the participant in the lecturer or presenter group through the ALS application user interface running in his/her mobile computing device. The ALS application user interface running in the mobile computing device of each participant in each sub-group in the student or audience group displays the respective parts or streams of the interactive multimedia contents and provides a text input area for the participant to enter his/her text composition related to or inspired by the respective parts or streams of the interactive multimedia contents. Each participant's text composition is shown simultaneously in the ALS application user interface running in the mobile computing devices of other participants in the sub-group. The final text composition is resulted from combining the individual text compositions of each participant in the sub-group. The final text compositions from each sub-group are then sent to the mobile computing device of the participant in the lecturer or presenter group for review. The participant in the lecturer or presenter group can choose to display all final text compositions in all of the mobile computing devices and/or in one or more of the electronic video and audio equipment, such as an overhead projector, by commanding through the ALS application user interface running in the mobile computing device of the participant in the lecturer or presenter group.

2.) In Session Questions and Answers:

The interactive multimedia contents can include one or more video clips, images, sound bits, and/or combination thereof; accompanied by a series of questions and possible answers. A participant in the lecturer or presenter group, by commanding through and providing user input to the ALS application user interface running in his/her mobile computing device, starts a video clips, images, and/or sound bits download and playback in all of mobile computing devices of participants in the student or audience group for a question-and-answer session. The corresponding questions are being displayed along side with the video clips, images, and/or sound bits. The questions shown can be multiple-choice questions with their corresponding selections of possible answers. The participant in the lecturer or presenter group can control the pace of the playback of the video clips, images, and/or sound bits, and lengths of time for answering the questions. Each student or audience enters his/her answer to each question in the ALS application user interface running in his/her mobile computing device. The answers from each student or

audience are sent to the mobile computing device of the participant in the lecturer or presenter group for review. After the questions and answers session is concluded, statistics relating to the performance of the students or audiences, such as the percentage of corrected answers for each question, the number of corrected answers for each student or audience, answering time for each question and for each student or audience, and the number of student or audience who made certain answer selections on each question, are computed and made available for review in all of the mobile computing devices and/or one or more of the electronic video and audio equipment, such as an overhead projector, by commanding through the ALS application user interface running in the mobile computing device of the participant in the lecturer or presenter group.

3.) E-Textbook Playback:

The interactive multimedia contents can include one or more interactive video clips, images, text, and/or combination thereof in the format of a textbook having multiple sections and/or chapters. A participant in the lecturer or presenter group, by commanding through and providing user input to the ALS application user interface running in his/her mobile computing device, starts the interactive multimedia contents download and playback in all of mobile computing devices of participants in the student or audience group and/or one or more of the electronic video and audio equipment, such as an overhead projector. The participant in the lecturer or presenter group can select and control the pace of the playback of the sections and/or chapters in the mobile computing device of each student or audience. Alternatively, the participant in the lecturer or presenter group can also surrender all or part of the selection and control of the playback of the sections and/or chapters to the students or audiences.

4.) Voting:

The interactive multimedia contents can include one or more interactive video clips, images, text, and/or combination thereof in the format of a series of sets of selectable items. A participant in the lecturer or presenter group, by commanding through and providing user input to the ALS application user interface running in his/her mobile computing device, starts the interactive multimedia contents download and playback in all of mobile computing devices of the participants in the student or audience group and/or one or more of the electronic video and audio equipment, such as an overhead projector. The participant in the lecturer or presenter group can select and control the pace of the playback of the sets of selectable items in the mobile computing device of each student or audience. Alternatively, the participant in the lecturer or presenter group can also surrender all or part of the selection and control of the playback of the sets of selectable items to the students or audiences. Each student or audience casts his/her vote on the selectable items in each set of selectable items in the ALS application user interface running in his/her mobile computing device. After the voting session is concluded, statistics of the overall vote of the students or audiences on each set of selectable items are computed and made available for review in all of the mobile computing devices and/or one or more of the electronic video and audio equipment, such as an overhead projector, by commanding through the ALS application user interface running in the mobile computing device of the participant in the lecturer or presenter group.

13

Examples of Interactive Lectures or Curriculums are Illustrated Below with the Aid of Figures:

EXAMPLE 1

Contest for Questions with Fastest Response

In FIG. 4, the lecturer launches an in-class quiz or questions by first showing a short video relating to the lecture via the lecturer's tablet. When lecturer retrieves the relevant interactive multimedia content, a content page **401** is popped up on lecturer's tablet or mobile device and an icon **401a** is present on the content page **401**. By selecting the icon **401a**, it will bring the lecturer and students to two different content pages (**402** and **403**), as shown on their tablets/mobile devices respectively, and the same content is simultaneously projected to the screen by an overhead projector (**404**). Icon **401b** functions as "back to index" and by selecting icon **401c** the lecturer will be brought to control panel and activity checklist function bars after clicking on it. Steps **402** and **403** proceed simultaneously in the lecturer's tablet/mobile device and the students' tablets/mobile devices. In step **402**, information of the video content can be found such as the name of the video **402b**, time duration of the video **402c**, total number of questions to be answered in the video **402d**, and the number of questions remains unanswered **402e**. By clicking on icon **402a**, it brings the lecturer and the students to the video playback pages **405** and **406** respectively. In step **403**, the page presented on the students' tablets/mobile devices has an animation **403a**. The animation **403a** remains in waiting mode until the lecturer clicks the icon **402a** to start the short video of the contest. Once the lecturer clicks the icon **402a**, the animation **403a** will go to counting mode where a clock-like animation will start to count down while the short video to be played is being loaded. After the loading of the short video is finished, the content page in student's tablet/mobile device will start the streaming of the short video (**406**). Simultaneously, the same animation **404a** will be projected to the screen by the overhead projector (**404**) and after loading the short video, the same content page as shown in step **406** will be projected to the screen in step **407** simultaneously. At the same time, the lecturer's tablet/mobile device will go to the same content page **405** but with a control bar **405a**, which allows the lecturer to control the time of playback, volume, and the screen size of the video shown on the display of lecturer's tablet/mobile device. Any changes made on the video using the control bar **405a** by the lecturer will be synchronized with the video being played in students' tablets/mobile devices and on the screen from the overhead projector. After the video is played, the video page in the lecturer's tablet/mobile device will automatically jump to a multiple choice question page (**408**). An icon **408a** is for initiating the question once it is selected by the lecturer. The multiple choice page also contains other information such as the time limit for answering **408b** which can be adjusted by the lecturer before initiating the question, a chart for showing the number of participants choosing each of the available choices **408c**, and the correct answer of that question **408d**. Once the icon for initiating the question **408a** is selected, the answer page with multiple choices will be loading, and a waiting animation will be popped up on the display of student's tablet/mobile device (**409**) and on the screen by the overhead projector (**410**) before the answer page is successfully loaded. Each student can select his/her answer within the time limit for answering as shown on the answer page (**411**) in his/her tablet/mobile device. A real-time statistic for the number of participants choosing each answer and the number of partici-

14

pants unanswered will be shown on the display of the lecturer's tablet/mobile device (**412**). The icon **408b** for initiating the question in **408** is automatically changed into an icon **412a** for announcing the result when the answer page starts **412**. Once the time for answering the question is up, a message informing the time is up will be popped up on the display of the students' tablets/mobile devices (**413**). An animation showing the time is up will also be popped up on the screen by the projector simultaneously (**414**). If the icon for announcing the result is selected by the lecturer, the first fastest three who answer correctly will be shown on the lecturer's tablet/mobile device (**415**); only the first fastest three who answers correctly will receive a content page **416** which informs the first fastest three each of their ranking, the time used for answering the question, and their respective scores in that question; for others who answers correctly after the first fastest three will receive a content page **417** informing that their answers are correct with the time they used respectively for answering the question and their respective scores in that question; for those answering incorrectly will receive a content page **418** informing that their answer is incorrect, the time they used respectively for answering the question and the correct answer; for those unanswered will receive a content page **419** informing that the time is up and what the correct answer is. Simultaneously, the name of the first three fastest, their respective time used for answering the question, their scores, the number of participants choosing each answer will be shown on the screen by the overhead projector (**420**). The advantages of this contest over other conventional multi-media lectures include synchronizing video playback in all tablets, real-time question/answer system with substantially no time lapse, immediate review of individual's result and ranking by the participant, and immediate statistics of student result. If that question is followed by another question, an icon **415a** for initiating the next question will be available on the page (**415**). After selecting the icon **415a** by the lecturer, the next question will be loaded. If that question is the last question in the contest, the icon **415a** will be changed into an icon "Finish" for closing the contest and it automatically brings lecturer back to the first content page of the contest after selecting the "Finish" icon **421**. Lecturer can choose to review the overall scores of the participants by launching the control panel after selecting icon **401c** and decide whether to project the content under review on the screen by the overhead projector. Lecturer can also check the statistic of students' individual or overall performance for each question according to different layouts under the control panel. On the other hand, each student can only check the number of correctly answered questions versus the total number of questions he/she has answered and the total scores from the correctly answers under the control panel function.

EXAMPLE 2

Sentence Composition

In FIG. 5, a sentence composition game and its related interactive multimedia contents are retrieved by and playback at the lecturer's tablet/mobile device (**501**). Basically, each sentence is segmented into different segments and each segment is assigned with a segment number. Each segment may contain one or more than one words. A student or a group of students will be assigned to put different segments of the sentence in a correct order. In the content page **501**, after selecting an icon "sentence composition" **501a**, it will bring the lecturer to a game mode selection page where there are at least four modes for the lecturer to choose. One of the at least

15

four modes of sentence composition is to assign one of the segments of a sentence to a particular student (502). Both participating and non-participating students in this game will be shown in a panel view where their photos, names and student numbers according to the sitting plan in the classroom will be displayed. Available segments of a sentence to be assigned to a particular student or group of students will be shown as icons on the same page where the lecturer can drag one of the segments along to the tile of a particular student. Once that student is assigned with one of the segments of a sentence, the respective tile showing that student's photo, name and student number will turn into green color in the panel, representing the status of being assigned. In another mode of this game (503), lecturer can select more than one segment of a sentence at one time by using two fingers pointing on the selection panel of the segments followed by dragging the selected segments on to the panel. Those students not having been assigned with any segment yet will be randomly distributed with one of the selected segments after the two fingers move away from the touching screen. In yet another mode of this game (504), different segments of the sentence are randomly distributed to the participating students and each student is assigned with a color for grouping purpose. In a further mode of this game (505), lecturer distributes each segment to each particular student and assigns group to each student. By combining with and arranging the order of different segments received by other students within his/her group, a complete sentence can be formed. It is the task for the students to interact with his/her classmates within his/her group to form the sentence by rearranging their positions.

EXAMPLE 3

"Who is Larger"

In FIG. 6, a game for arranging at least two different numbers with a comparison operator ('>' or '<') and its interactive multimedia contents are retrieved by and playback at the lecturer's tablet/mobile device (601). The lecturer distributes different numbers and comparison operator set including two random real numbers and a comparison operator ('>' or '<') to each group of three students. Within each group, each student will receive either one of the two numbers or the comparison operator. The numbers and comparison operators are shown on the students' tablets/mobile devices. There are at least four game modes: one mode is to assign one student with either one of the two numbers, followed by assigning another student with another number and a third student with a comparison operator (602); another mode is to drag a group of two numbers plus a comparison operator to a panel by using two fingers first touching on the group selection bar and dragging the selected group onto the panel showing students' photo, name and student numbers (603). In such way, each of those not having been assigned with either one of the numbers or comparison operator will be randomly assigned with either one of the two numbers or a comparison operator from the selected group; a yet another mode is to randomly distribute either one of the two numbers or a comparison operator (604). In the case where the total number of participating students is not a multiple of 3, the remaining student/students will be shown as "not assigned" status on the panel; a further mode is to distribute either one of the two numbers or a comparison operator from a group to three designated students by lecturer (605). By combining with and arranging the order the numbers and comparison operators received by the students within each group, a complete mathematical statement can be formed. It is the task for the stu-

16

dents to interact with his/her classmates within his/her group to form the correct mathematical statement by rearranging their positions.

EXAMPLE 4

Compass Point Game

In FIGS. 7A and 7B, it is provided a game for students to learn how to determine directions using compass point, where the game includes two parts namely "Playground" and "Orienteering". In FIG. 7A, the part called "Playground" is designed for a group of ten students. The leader of each group is provided with an instruction card while the rest of the group members are distributed with nine pictures of playground facilities. Each group should follow the instruction card 701 to put the right picture in a 3x3 square matrix surrounding a particular picture of a playground facility in the center of the square matrix 702. For example, an instruction card 701 provides five instructions, and each of the instructions gives at least one directional relationship among the facilities as mentioned in the instruction. In FIG. 7B, another part of the game called "Orienteering" is designed for a group of six students. The leader (Student A) of each group is provided with a virtual compass map while the rest of the group members (Students B-F) are distributed with five pictures of different facilities. In this part, the North pointer of compass bar in the compass map can either be at 12 o'clock position or at other position. Similar to the presentation format of the instruction card in "Playground", students can determine the directional relationship among different facilities based on the position of the leader in the classroom having the virtual compass map and position of the group members in the classroom having the pictures of the facilities.

EXAMPLE 5

Contest for Compass Points with Fastest Response

Similar to Example 1, the contest of this example contains a series of multiple-choice questions with content related to the direction of different objects. Within a response time set for each question, participating students can choose one of the answers available. Real-time statistic in terms of the number of respondents for each question can be reviewed by the lecturer. Individual performance for each question and overall performance in the whole contest can be reviewed by the lecturer while the student can only receive a message whether his/her answer is correct and ranking of the time spent on that particular question until the contest is finished such that the student can further review his/her overall result in the contest such as the number of correct answers, scores relative to correct answer(s) made and the ranking among the participating students. In FIG. 8, a content page 801 with a graphic having a number of objects is shown on the display of the lecturer's and students' tablets/mobile devices. The same content page will also be shown on the screen by the projector. After a preset time duration T_1 (e.g. 3 seconds), the content page 801 will automatically jump to a question page 802. After another preset time duration T_2 (e.g. 4 seconds), the question page 802 will automatically jump to a multiple choice page 803. Similar to Example 1, after the time limit for answering, the correct answer will be popped up on students' tablets/mobile devices and on the screen by the projector. Real-time statistics for each question will be available to the lecturer during count-down of the multiple choice page 803.

17

After-quiz statistics will also be available to both lecturer and students as different sets of the statistical data. Each student can only review his/her own result for each question or his/her overall number of correct answers, time spent on each question, the score in each question, and the overall score. The fastest three students with the correct answer for each question will be awarded with higher scores while the rest of students answering correctly within the time limit will be awarded with a minimum score. Lecturer can assess the individual's and overall class performance from the statistics.

EXAMPLE 6

Colored 3-D Folding Papers Exercise and Contest

In FIG. 9, the lecturer initiates and retrieves the interactive multimedia content of this exercise by using his/her tablets/mobile device. Students who have logged into the ALS infrastructure can also access the interactive multimedia content of this exercise by using their tablets/mobile devices. Once the content is successfully loaded into the lecturer's and the students' tablets/mobile devices, a first content page **901** with a "Start" icon (**901a**) will be popped up. Lecturer can select the icon **901a** to initiate the exercise. The same content page will also be popped up on students' tablets/mobile devices and on the screen in the classroom by the projector (**902** and **903**). After selecting icon **901a**, the content page **901** will jump to second content page **904** where the lecturer first has to choose an unfolded paper sample from a library containing different paper samples for folding into different 3-D structures. After choosing an unfolded paper sample, there are two commands for the lecturer to choose from. One of the commands is to start the exercise **904a** and another is to demonstrate how the exercise can be done **904b**. If the lecturer opts to demonstrate by selecting the icon **904b**, a demonstration page **905** will be popped up on lecturer's tablet/mobile device while the same demonstration page will be synchronized on students' tablets/mobile devices and on the screen by the projector (**906** and **907**). In the demonstration page **905**, lecturer can use different colors to fill in different segments of the unfolded paper sample for easy identification of which segment corresponds to which surface of the 3-D structure to be formed after folding. Filled color can be re-selected before an icon for initiating the folding **905a** is selected. After the icon **905a** is selected, the unfolded paper sample will be folded into the desired 3-D structure automatically. By using a pointer (e.g., mouse) or finger touch on a touch screen of his/her tablet/mobile device, the lecturer can tilt and rotate the folded 3-D structure in different directions along three different axes. Similar to what lecturer is capable of manipulating the unfolded paper sample, once the lecturer chooses the command to start the exercise **904a**, the students can learn which segment of the unfolded paper sample corresponds to which surface of the 3-D structure after folding **908**. After the 3-D structure is formed, the students can also tilt and rotate the 3-D structure from one perspective view to another perspective view by using a pointer (e.g. mouse) or finger touch on the touch screens of their tablets/mobile devices in order to see those surfaces that cannot be seen in the first perspective view **909**. Besides the learning exercise, a quiz for testing the knowledge of students in 3-D structure construction from an unfolding paper sample is further provided. In one of the examples of the quiz, a series of different perspective views of a 3-D structure having different colors filled into different surfaces is provided by the lecturer for students to determine which color should be filled into which segment of the unfolded paper sample such that the color filled into each

18

segment of the unfolded paper sample should match the color of the corresponding segment of the 3-D structure provided by the lecturer. Alternatively, color can be changed into other indicator such as animal character to be filled into each segment of the unfolded paper sample. This exercise can be an individual or group exercise. In the case of being a group exercise, lecturer can choose how to group the students and how to distribute different objects to each member of the group according to any of the foregoing examples.

EXAMPLE 7

Capacity and Volume Calculation Exercise and Contest

In FIG. 10, the lecturer initiates and retrieves the interactive multimedia content of this exercise by using his/her tablets/mobile device. Students who have logged into the ALS infrastructure can also access the interactive multimedia content of this exercise by using their tablets/mobile devices. Once the content is successfully loaded to the lecturer's and the students' tablets/mobile devices, a first content page **1001** with an icon "Start" (**1001a**) will be popped up. The lecturer can select the icon **1001a** to initiate the exercise. Each pair of playing cards showing an empty container with measurement marks and a volume of a liquid will be either randomly or selectively distributed to two of the participating students. The two students who have received the pair of playing cards will be presented with two different content pages (**1002** and **1003**). During the exercise, two students' tablets/mobile devices are communicated with each other according to the data of the interactive media content being exchanged between the two students' tablets/mobile devices. In the content page **1002**, a bottle of liquid is shown on the display of the first student's tablet/mobile device. An icon **1002a** for the first student to pour the liquid out of the bottle is available for selection. Once the icon **1002a** is selected, the student can tilt his/her tablet/mobile device to one side (either left or right) until a threshold of the tilting angle against the horizontal plane is reached (e.g. 45°). The tilting motion of the student and the tilting angle can be sensed by a motion sensor (e.g. motion sensing accelerometer) or program pre-installed in the student's tablet/mobile device. Once the tilting angle reaches the threshold, an animation of pouring liquid from the bottle will be played on the first student's tablet/mobile device. In another content page **1003**, an animation that the empty flask with measurement marks are being filled up with the pouring liquid from the bottle in **1002** will be played on the second student's tablet/mobile device when it receives a signal from the first student's tablet/mobile device through the processing server that the tilting angle of which has reached the threshold (e.g. 45°). The liquid being poured into the empty flask will stop when the pre-determined volume of the liquid is completely poured out of the bottle in **1002**. When it happens, the liquid pouring animation in the content page **1002** will stop playing (which means the liquid is completely poured out of the bottle), and the content page **1002** will be automatically shut down and directed to a blank page in the first student's tablet/mobile device. At the same time, the animation of filling up the empty container by the liquid in **1003** will end (which means the liquid is completely poured into the empty flask). The first and second students can then work together or alone to calculate the volume of the liquid according to the measurement mark that the liquid reaches in the flask in **1003**. Different measuring flasks can be assigned by lecturer in order to allow students to learn how to read

19

measurement marks on different flasks and calculate the volume according to the level of liquid reaching in the flask.

EXAMPLE 8

Different Cross-Sections of Object

This exercise is designed for a group of five to six students. Similar to other games, lecturer can group students and/or distribute different playing cards among students manually or randomly in this exercise. By default, the leader of each group will receive an animation of a container structure in various shape (e.g., cylinder, triangular prism, cubic) filled with virtual water. The rest of the group members will be distributed with different cross-sectional views. As in one of the exercises for learning volume and capacity measurement, a pre-installed motion sensor or sensing program in the student's tablet/mobile device is provided to sense the tilting motion and angle of the student's tablet/mobile device. When the leader tilts his/her tablet/mobile device to one side (e.g., left or right), a series of cross-sectional images can be captured by an image capturing module at certain degrees of tilting angle during the tilting of the tablet/mobile device (e.g., every 5°). The series of cross-sectional views of the container taken during the tilting of the tablet/mobile device will be distributed among the rest of the group members. Distribution of various cross-sectional views of the container among the students can be performed manually by the lecturer or randomly by the computing device. Group members can analyze the cross-sectional views to sequence them in order according to the tilting motion from vertical to horizontal position of the container. Alternatively, the object to be cross-sectioned can be in irregular shape such as food. Students can also be initially distributed with some cross-sectional view images from the library followed by being given an object in order to determine which of the images belong to the object assigned by the lecturer.

EXAMPLE 9

Visual Art Skills Exercise

This exercise can be divided into three parts. The first part of this exercise is called "finding shadow" (FIG. 11A), where a photo or painting is first loaded on lecturer's tablet/mobile device. After the photo or painting is loaded, the lecturer can demonstrate how to circle the shadow of the object in the photo or painting on his/her tablet/mobile device by using drawing tools available in the program 1101. The lecturer can also use the same circle tool to identify shadows in different intensities in the photo or painting. The demonstration page will be synchronized with the students' tablets/mobile devices and the screen in the class by the overhead projector. After demonstration, the lecturer can select "start" icon to send a template of the photo or painting to student's tablet/mobile device through the server. The lecturer's further command to authorize the students to circle the shadow is required. Time is controlled by the lecturer and he/she can stop the program at certain period of time after the authorization to circle the shadow is sent. All the students' work during the controlled time will be sent to the lecturer's tablet/mobile device right after the program is stopped. The students' work can be previewed on lecturer's tablet/mobile device in a form of thumbnail. A particular student's work can be displayed on both lecturer's and the students' tablets/mobile devices while the same student's work can be syn-

20

chronized on the screen by the overhead projector if the lecturer commands to show to all.

In the second part of the visual art exercise, a computer graphic containing a 3-D object 1102 and various light sources from different directions 1103 is provided (FIG. 11B). The students can click or touch on each of the various light sources in order to learn the changes in shadow of the object under different light sources from different directions. Alternatively, the lecturer can group students as in one of the foregoing examples and distribute manually or randomly an object image and a shadow image to each of two students. The students should pair up themselves by searching for the matching object/shadow in the class.

In the third part of the visual art skills exercise, students are given a photo or painting at each time to learn how to outline an object in the photo/painting or even use different colors to paint the outlined object. The students can also add other effects to the object such as adding straight or irregular lines. Some of these effects can be found in a visual art library or from the Internet. Alternatively, students can freely draw on a paper template using the available drawing tools in the program. The lecturer has the authority of when and whether to share one student's work with other students on their tablet/mobile device and/or project the same to the screen through the overhead projector. Besides visual art effect, students can also incorporate other effects such as sound effect into the object. Background of the paper template can also be changed by using some background templates retrieved from a background template library or from the internet or creating by the students and being stored in the library.

It is yet another aspect of the presently claimed invention to provide a standalone tablet or mobile device that integrates with the Cloud computing based ALS outside a classroom or a presentation hall and without the need of first registering the standalone tablet or mobile device and joining the ALS infrastructure, allowing its user to access the content stored within the ALS Cloud computing processing server or the cluster of Cloud computing processing servers. The user's access to the content can be based on paid contents and/or metered usage. Features of such standalone tablet or mobile device include a resource tray in its graphical user interface. The resource tray functionalities include a quick access to reference materials and hyperlinks to related resources on the Internet and those residing in the Cloud computing processing server or the cluster of Cloud computing processing servers of the Cloud computing based active learning system.

The embodiments disclosed herein may be implemented using general purpose or specialized computing devices, computer processors, or electronic circuitries including but not limited to digital signal processors (DSP), application specific integrated circuits (ASIC), field programmable gate arrays (FPGA), and other programmable logic devices configured or programmed according to the teachings of the present disclosure. Computer instructions or software codes running in the general purpose or specialized computing devices, computer processors, or programmable logic devices can readily be prepared by practitioners skilled in the software or electronic art based on the teachings of the present disclosure.

In some embodiments, the present invention includes computer storage media having computer instructions or software codes stored therein which can be used to program computers or microprocessors to perform any of the processes of the present invention. The storage media can include, but are not limited to, floppy disks, optical discs, Blu-ray Disc, DVD, CD-ROMs, and magneto-optical disks, ROMs, RAMs, flash

21

memory devices, or any type of media or devices suitable for storing instructions, codes, and/or data.

The foregoing description of the present invention has been provided for the purposes of illustration and description. It is not intended to be exhaustive or to limit the invention to the precise forms disclosed. Many modifications and variations will be apparent to the practitioner skilled in the art.

The embodiments were chosen and described in order to best explain the principles of the invention and its practical application, thereby enabling others skilled in the art to understand the invention for various embodiments and with various modifications that are suited to the particular use contemplated. It is intended that the scope of the invention be defined by the following claims and their equivalence.

What is claimed is:

1. A system for conducting interactive learning session in a classroom or presentation in a presentation hall, comprising:
 - a first network infrastructure;
 - a first processing server connected to the first network infrastructure and configured to serve multimedia lecture or presentation material content data and exchange data from one or more mobile computing devices connected to the first network infrastructure;
 - the one or more mobile computing devices for receiving and displaying the multimedia lecture or presentation material content data, facilitating user input, and receiving the input data, comprising at least one mobile computing device adapted to be used by lecturer or presenter and one or more mobile computing devices adapted to be used by students or audience;
 - wherein the first processing server and the one or more mobile computing devices are interconnected via a first network infrastructure;
 - wherein the mobile computing device adapted to be used by lecturer or presenter is configured to control and monitor display, sound volume, power on/off, sleep mode on/off, interactive multimedia contents playback, access authorization to data in the first processing server, network resource access, network connectivity, volume, storage capacity, battery level, and general device conditions of each of the one or more mobile computing devices adapted to be used by students or audience;
 - wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to control and monitor the first network infrastructure, adjusting and segmenting connectivity coverage area of the first network infrastructure, enabling and disabling network connections and networked resource accesses of each of the one or more mobile computing devices adapted to be used by students or audience; and
 - wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to control real-time delivery of one or more different parts of the multimedia lecture or presentation material content data to each of the mobile computing devices adapted to be used by students or audience, and to control which one or more parts of the multimedia lecture or presentation material content data being delivered to each of the mobile computing devices adapted to be used by students or audience; and
 - wherein the one or more different parts of the multimedia lecture or presentation material content data are delivered to the one or more mobile computing devices simultaneously, enabling a real-time synchronized interactive lecture or presentation experience among the students or audience in the classroom or presentation hall; and

22

wherein the multimedia lecture or presentation material content data is divided into the one or more different parts according to a pre-configured setting for the multimedia lecture or presentation material content data or user input from the mobile computing device adapted to be used by lecturer or presenter.

2. The system of claim 1, further comprising:
 - one or more electronic audio and video equipment for receiving and displaying one or more different parts of the multimedia lecture or presentation material content data;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to control real-time delivery of one or more different parts of the multimedia lecture or presentation material content data to each of the audio and video equipment, and to control which one or more parts of the multimedia lecture or presentation material content data being delivered to each of the audio and video equipment; and

wherein the one or more different parts of the multimedia lecture or presentation material content data are delivered to the audio and video equipment simultaneously, enabling a real-time synchronized interactive lecture or presentation experience among the students or audience in the classroom or presentation hall.

3. The system of claim 1, further comprising:
 - a second network infrastructure; and
 - a second processing server connected to the second network infrastructure and configured to store the multimedia lecture or presentation material content data to be retrieved by the first processing server also connected to the second network infrastructure.

4. The system of claim 1,
 - wherein the one or more mobile computing devices adapted to be used by students or audience being divided into two or more logical sub-groups of mobile computing devices adapted to be used by students or audience; and

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to create the logical sub-group division of mobile computing devices adapted to be used by students or audience.

5. The system of claim 4, wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to facilitate group participation or competition in a lecture session on literature composition for the students or audience;

wherein each of the logical sub-groups of mobile computing devices adapted to be used by students or audience receives one or more different parts of the multimedia lecture or presentation material content data;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to control which one or more parts of the multimedia lecture or presentation material content data being delivered to each of the logical sub-groups of mobile computing devices adapted to be used by students or audience;

wherein each of the mobile computing devices adapted to be used by students or audience is further configured to receive input of a text composition, and to simultaneously and in real-time display a combined text composition of one or more input of text compositions received by one or more other mobile computing devices adapted to be used by students or audience within the same logical sub-group; and

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to receive

23

and display the combined text composition of each logical sub-group of mobile computing devices adapted to be used by students or audience.

6. The system of claim 1, wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to facilitate participation or competition in a question-and-answer session for the students or audience;

wherein each of the mobile computing devices adapted to be used by students or audience receives one or more different parts of the multimedia lecture or presentation material content data, wherein each part of the multimedia lecture or presentation material content data comprises at least one question;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to control which one or more parts of the multimedia lecture or presentation material content data being delivered to each of the mobile computing devices adapted to be used by students or audience;

wherein each of the mobile computing devices adapted to be used by students or audience is further configured to receive input of one or more answers to the one or more questions within the one or more parts of the multimedia lecture or presentation material content data received and displayed;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to receive and display the one or more answers received by the mobile computing devices adapted to be used by students or audience; and

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to display performance statistics, wherein the performance statistics include a percentage of corrected answers for each question, number of corrected answers received from each of the mobile computing devices adapted to be used by students or audience, answering time for each question for each of the mobile computing devices adapted to be used by students or audience, and number of mobile computing devices adapted to be used by students or audience from which certain answer selections are received on each of the questions.

7. The system of claim 1, wherein the lecturer or presenter, by using the mobile computing device adapted to be used by lecturer or presenter is further configured to facilitate a voting session for the students or audience;

wherein each of the mobile computing devices adapted to be used by students or audience receives one or more different parts of the multimedia lecture or presentation material content data, wherein each part of the multimedia lecture or presentation material content data comprises a series of sets of selectable items;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to control which one or more parts of the multimedia lecture or presentation material content data being delivered to each of the mobile computing devices adapted to be used by students or audience;

wherein each of the mobile computing devices adapted to be used by students or audience is further configured to receive input of item selections for each of the sets of selectable items within the one or more parts of the multimedia lecture or presentation material content data received and displayed;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to receive and display the item selections for the sets of selectable

24

items received by the mobile computing devices adapted to be used by students or audience; and

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to display vote statistics.

8. The system of claim 1, wherein each of the mobile computing devices is further configured to exchange data of one or more interactive multimedia contents generated from a mobile computing device with another mobile computing device.

9. The system of claim 8, wherein said interactive multimedia content comprises motion sensing data of the mobile computing device being transformed into a series of animations.

10. The system of claim 9, wherein said motion sensing data is detected by a motion sensor or a motion sensing program pre-installed in the mobile computing device.

11. The system of claim 1, wherein the first network infrastructure is the Internet; and wherein the first processing server is a Cloud computing processing server.

12. The system of claim 1, wherein the first processing server is configured to deny access to its stored multimedia lecture or presentation material content data and exchange data from one or more of the mobile computing devices adapted to be used by students or audience that are not authenticated and approved by the mobile computing device adapted to be used by lecturer or presenter for connecting to the first network infrastructure.

13. The system of claim 12, wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to approve or deny requests for authentication for connecting to the first network infrastructure from one or more of the mobile computing devices adapted to be used by students or audience that are not registered for connecting to the first network infrastructure.

14. The system of claim 4, wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to facilitate group participation or competition in a lecture session on sentence composition for the students or audience;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to divide a complete sentence into segments and assign each segment to each of the mobile computing devices adapted to be used by students or audience within each of the logical sub-groups; and

wherein each of the mobile computing devices adapted to be used by students or audience within each of the logical sub-groups that received the segment of the complete sentence is to be physically arranged in relative order with the other mobile computing devices adapted to be used by students or audience within its logical sub-group so to form the complete sentence.

15. The system of claim 4, wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to facilitate group participation or competition in a lecture session on mathematical statements for the students or audience;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to assign a first random number to a first mobile computing devices adapted to be used by students or audience within each of the logical sub-groups, a second random number to a second mobile computing devices adapted to be used by students or audience within the logical sub-groups, and a mathematical comparison operator to a third mobile

25

computing devices adapted to be used by students or audience within the logical sub-groups; and wherein each of the mobile computing devices adapted to be used by students or audience within each of the logical sub-groups that received the first random number, the second random number, or the mathematical comparison operator is to be physically arranged in relative order with the other mobile computing devices adapted to be used by students or audience within its logical sub-group so to form a true mathematical statement.

16. The system of claim 4, wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to facilitate group participation or competition in a lecture session on compass points for the students or audience;

wherein the mobile computing device adapted to be used by lecturer or presenter is further configured to assign a virtual compass map or a set of directional instructions

26

to a first mobile computing devices adapted to be used by students or audience within each of the logical sub-groups, and two or more pictures of different facilities to the other mobile computing devices adapted to be used by students or audience within the logical sub-groups; and

wherein each of the mobile computing devices adapted to be used by students or audience within each of the logical sub-groups that received the picture of a facility is to be physically arranged in relative order with the other mobile computing devices adapted to be used by students or audience within its logical sub-group so to conform with the virtual compass map or the set of directional instructions received by the first mobile computing devices adapted to be used by students or audience within its logical sub-group.

* * * * *